

The Common Core Classroom

Instructional Strategy of the Week: “Read 1, Speak 2, Write 3”

“Read 1, Speak 2, Write 3 is a great way to structure silent reading and practice summary writing. This strategy helps students become stronger independent readers while teaching them the value of rereading and discussing texts.” [This passage is from literacyta.com](http://literacyta.com)

Anchor Standards

R1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Read 1

Silently read a portion of a text; you can read a paragraph, a section, a stanza in a poem, or a whole page of text.

Speak 2

Pair off and **discuss the reading**. Typically, you want to talk about what you noticed in the text, what you understand from the reading, or what you think are the main ideas on the page.

Use the following sentence starters to help with step 2:

- I noticed that...
- While reading, I learned that...
- The graph/image shows...
- The speaker/writer describes...
- There are three essential ideas in this text. The first...



Use
Pair-Share or
Turn and Talk

Write 3

Allow students an opportunity to write about what has been read. Demand that students cite contextual evidence in their writing.

Sentence starters to help with step 3:

- This section is about...
- The main ideas in this passage are...
- I understand...
- I learned that...
- There are three key ideas in this passage: 1) __; 2) __; 3) __.

Considerations

1. Model the 3 steps for students.
2. Use a timer to keep students on task.
3. Consider having students annotate the document during step 1.
4. If it is an extended piece of reading, chunk the text.
5. It is important for students to cite textual evidence to support their thoughts.
6. Allow enough time for the activity.



Student-Centered
Learning Activity
Be the Guide-by-Side!



